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ABSTRACT

This book documents goals, challenges, and prospects in contemporary efforts to develop alphabetic literacies in traditionally unwritten languages, using case study examples of indigenous language development in the Americas. An introduction and conclusion by Nancy H. Hornberger, "Indigenous Literacies in the Americas" and "Language Planning from the Bottom up," frame the volume and discuss the themes of indigenous literacies as grassroots language planning, as a door of opportunity for the marginalized, and as cultural expression and enrichment. Chapters are in sections on North America, MesoAmerica, and South America and include: "Teaching and Preserving Yup'ik Traditional Literacy" (Nastasia Wahlberg); "Ciulistet and the Curriculum of the Possible" (Jerry Lipka, Esther Ilutsik); "Reclaiming Navajo: Language Renewal in an American Indian Community School" (Galena Sells Dick, Teresa L. McCarty); "Literacy for What? Hualapai Literacy and Language Maintenance" (Lucille J. Watahomigie, Teresa L. McCarty); "Language Revitalization Efforts in the Pueblo de Cochiti: Becoming 'Literate' in an Oral Society" (Rebecca Benjamin, Regis Pecos, Mary Eunice Romero); "Language Preservation and Publishing" (H. Russell Bernard); "Experiences in the Development of a Writing System for Nuu Savi" (Josefa Leonarda Gonzalez Ventura); "Saving and Strengthening Indigenous Mexican Languages: The CELIAC Experience" (Jesus Salinas Pedraza); "Mayan Language Literacy in Guatemala: A Socio-historical Overview" (Julia Becker Richards, Michael Richards); "Quechua Literacy and Empowerment in Peru" (Nancy H. Hornberger); "Literacy and Modernization among the Quechua Speaking Population of Peru" (Juan Carlos Godenzzi); "An Experience of Indigenous Literacy in Peru" (Andres Chirinos); "Indigenous Politics and Native Language Literacies: Recent Shifts in Bilingual Education Policy and Practice in Ecuador" (Kendall A. King); "Attitudes of Teachers, Children and Parents towards Bilingual Intercultural Education" (Mercedes Cotacachi); "Bringing the Language Forward: School-Based Initiatives for Quechua Language Revitalization in Ecuador and Bolivia" (Nancy H. Hornberger, Kendall A. King); "To Guaranize: A Verb Actively Conjugated by the Bolivian Guaranis"

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(Luis Enrique Lopez); and an afterword "Local Literacies and Vernacular Literacies: Implications for National Literacy Policy" (Brian V. Street). Contains references in each chapter and an index. (SV)

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